

11.R.1.1 Students are able to **use** various reading and study strategies to increase **comprehension**.

Verbs Defined:

Key Terms Defined:

- reading strategies:
 - word webbing
 - skimming
 - scanning
 - predicting
 - inferring
 - synthesizing
- study strategies:
 - double entry journal
 - notation techniques
 - graphic organizers
 - note taking
 - context clues

Teacher Speak:

Students are able to use various reading strategies (word webbing, skimming, scanning, predicting, inferring, and synthesizing) and study strategies (double entry journal, notation techniques, graphic organizers, note taking, context clues) to increase comprehension.

Student Speak:

I can use

- word webbing
 - skimming
 - scanning
 - predicting
 - inferring
 - synthesizing
- (various reading strategies)
- double entry journal
 - notation techniques
 - graphic organizers
 - note taking
 - context clues
- (study strategies) to increase comprehension.

11.R.2.1 Students are able to **analyze** and **explain** the relationships among elements of literature (characterization, setting, plot, theme, conflict)

Verbs Defined:

- analyze -- examine
- explain -- to give evidence in writing and/or speaking

Keys Terms Defined:

- relationships -- connections
- elements of literature:
 - characterization
 - setting
 - plot
 - point of view
 - theme
 - conflict

Teacher Speak:

Students are able to analyze (examine) and to explain (to give evidence in writing and/or speaking) the relationships (connections) among elements of literature (characterization, setting, plot, point of view, theme, and conflict).

Student Speak:

I can examine (analyze) and give evidence in writing and/or speaking (explain) the connections (relationships) among:

- characterization (characters in the story through physical descriptions, dialogue, actions of the character, reactions to the character, thoughts and feelings of the character, and the narrator's direct comments)
- setting (when and where the story takes place based on context clues)
- plot (exposition, rising action, climax, falling action, and conflict resolution)
- point of view (first person, third person limited, third person omniscient narration)
- theme (characterization, setting, plot, and point of view to determine message)
- conflict internal (character vs. self) external (struggle between character vs. character, character vs. nature)

(elements of literature).

11.R.2.2 Students are able to **analyze** and **explain** literary devices within text.

Verbs Defined:

- analyze -- analyze
- explain -- explain in writing and/or speaking

Key Terms Defined:

- literary devices:
 - flashback
 - hyperbole
 - satire
 - assonance
 - consonance
 - foreshadowing
 - understatement

Teacher Speak:

Students are able to analyze (examine) and explain in writing and/or speaking literary devices (techniques used by a writer to convey or enhance the story) within text.

Student Speak:

I can examine (analyze) and explain techniques used by a writer to convey or enhance the story (literary devices)

- referring to a previous events (flashback)
- humor that uses exaggeration for effect (hyperbole)
- ideas, customs, behaviors, or institutions are ridiculed (satire)
- repetition of vowel sound (assonance)
- repetition of consonant sound in the middle and end of words (consonance)
- clues in the story that give hints of what will happen (foreshadowing)
- when you purposely downplay the importance of a statement (understatement) in writing and/or speaking.

11.R.3.1 Students are able to **analyze** and **explain** the influence of cultural and historical context on the form, style, and point of view of a written work.

Verbs Defined:

- analyze -- evaluate in writing and/or speaking

Key Terms Defined:

- cultural context -- groups of people based on age, gender, religion, ethnicity, and ways of life
- historical context -- specific time period

Teacher Speak:

Students are able to analyze (evaluate in writing and/or speaking) and explain the influence of cultural (groups of people based on age, gender, religion, ethnicity, and ways of life) and historical context (specific time period) on the form, style, and point of view of a written work.

Student Speak:

I can evaluate in writing and/or speaking (analyze) form, style and point of view and explain the impact (influence) of groups of people based on age, gender, religion, ethnicity, and ways of life (cultural), including a specific time period (historical context) of a written work.

11.R.4.1 Students are able to **examine** the effect of faulty logic techniques in expository text.

Verbs Defined:

- examine -- evaluate in writing and/or speaking

Key Terms Defined:

- effect -- influence
- faulty logic techniques -- errors in reasoned statements
- expository text -- written material that explains or informs

Teacher Speak:

Students are able to examine (evaluate in writing and/or speaking) the effect (influence) of faulty logic techniques (errors in reasoned statements) in expository text (written material that explains or informs).

Student Speak:

I can evaluate in writing and/or speaking (examine) the influence (effect) of errors in reasoned statements (faulty logic techniques) in written material that explains or informs (expository text).